

History Log

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 2:22:33 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/20/2021 2:20:20 PM	Keith Norton	Status changed to 'CSDE Management Approved'.	S
	10/20/2021 2:09:22 PM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Approved'.	S
	10/19/2021 1:06:39 PM	Tracy Wootton	Status changed to 'Application Edits Completed'.	S
	9/30/2021 9:57:03 AM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/13/2021 12:56:25 PM	Scott Schoonmaker	Status changed to 'LEA Superintendent Approved'.	S
	8/13/2021 12:54:25 PM	Tracy Wootton	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/23/2021 11:28:03 PM	Tracy Wootton	Status changed to 'Application Started'.	S
	5/18/2021 9:17:22 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1)	ARP ESSER Funds	(2)	ARP ESSER SSA	Total
LEA		\$618,543.00		\$0.00	\$618,543.00
Total		\$618,543.00		\$0.00	\$618,543.00

Contacts

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Tracy Wootton</u> <u>Scott Schoonmaker</u>

MOE Equity Certification

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents		
Type	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 MOE Equity Certification - Template	

Program Information

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

North Branford has been collecting formal and informal input and feedback on the districts' opening and daily operational and instruction plans since March 2020. The district has solicited input/feedback through a variety of means including but not limited to: multiple public forums within in-person and virtual arenas facilitated by the North

Branford Public School COVID Task Force; numerous staff, student and family surveys at multiple levels including district, building, and individual grade levels; surveys of targeted stakeholder groups including various student populations; consistent opportunities for public comments regarding COVID updates at Board of Education Meetings; requests to all stakeholders for individual comments and feedback from the district's COVID Health and Safety Liaison; and an overall "open door" policy held by the COVID Task Force, administrators and staff. While all input and feedback has been compiled, analyzed, and considered; the results from our most recent input and feedback collections (surveys and communications in Spring 2021) was weighted more heavily in the development of the North Branford Public Schools' ARP ESSER Funds Plan.

The most recent needs assessment surveys, results collected after March 1, 2021, revealed staff and student/families agree that the highest priorities for "Uses of ARP ESSER Funds" include "Addressing Learning Loss" and "Mental Health Services". There is further agreement on the strategies that should be employed to address those priorities :"(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; ...; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss."; and "Providing mental health services and supports,...". Major stakeholder groups believe that, based on the current year, addressing learning loss and providing academic support need to be the district's main focus next year- 100% of Administrators ranked this as the highest priority for funds and resources; all other staff combined ranked it as the most important priority in planning for student success for next year and beyond; and it was the second highest ranked priority , only behind "Maintaining Class Sizes", for families/students.

In developing the district's plan, this feedback/input was verified through the analysis of additional data, empirical and otherwise. A comparison of most current NBPS Next Generation Accountability Data and ESSA Milestone target (2018-2019) warrants this claim-neither the district or it's secondary schools, grade levels 6-8 and 9-12, met their 2018-2019 Accountability Index Targets while none of the district's schools met their 18-19 ELA or Math School Performance Indexes. The district's most current standardized measure data further support a focus on learning loss/disruptions, i-Ready mid-year benchmarking results indicate only 41% TO 80% of students at any grade level are performing "On or Above Grade Level" in Reading and 26% to 61% in Mathematics. A more detailed review of SB, SRBI, and curriculum-based data and survey results, indicates that the district is not effectively implementing a structured district-wide SRBI/Rtl program and that teachers and paraprofessionals are not adequately prepared to assess learning gaps, address learning differences exasperated by the pandemic, or implement high-quality materials/programs purchased to support specific content areas. Additional explicit and implicit evidence is available

upon request. Based on further review of current data, the highest immediate priority of North Branford Public Schools is to address teaching and learning disruptions caused or exacerbated by the COVID-19 pandemic was further substantiated. The district focus on learning loss/disruptions is warranted based on students' ELA and Mathematics Achievement NOT meeting "targets" or being "on-grade level", the lack of a clearly defined systemic SRBI/Rtl program, and teachers' need for professional learning focused on differentiation and high-leverage teaching strategies/programs.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	

Safe Return to In-Person Instruction and Continuity of Services Plan

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

<https://www.northbranfordschools.org/covid-e3d524fd>

ARP ESSER Uses of Funds

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds	Budget Detail Tag
Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.	Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

Mental health services	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Summer learning	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
Facility repairs/improvement to minimize disease spread	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
Improve air quality	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.
Health and safety of students, staff and educators	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
Other ARP ESSER eligible activities	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Administrative	Administrative Costs - necessary and reasonable
Indirect Cost	Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Priority Goals

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$123,709.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

In alignment with ESSA Milestone Targets, North Branford Public School District's Accountability Index will increase to 81.3 by the end of 2023-2024. To accomplish this goal, the performance indexes at three grade bands/buildings will be targeted: the ELA and Math SPI for Totoket Valley Elementary will increase to 73.6 by 2024

and to 73 by 2024 respectively; the ELA and Math SPI for North Branford Intermediate will increase from to 72 by 2024 and to 69.4 by 2024 respectively; and the ELA and Math SPI for North Branford High School will increase to 68.9 by 2024 and to 66.9 by 2024 respectively.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

A district-wide strategic planning/needs assessment survey revealed that a majority of staff believe that, based on the current year, addressing learning loss and providing academic support need to be the district's main focus next year- 100% of Administrators ranked 'PRIORITY 1' as the highest priority for funds and resources while all other staff combined ranked PRIORITY 1 as the most important priority in planning for student success for next year and beyond. A review of relevant data substantiates staff perceptions. A comparison of most current NBPS Next Generation Accountability Data and ESSA Milestone target (2018-2019) warrants this claim-neither the district or it's secondary schools,grade levels 6-8 and 9-12, met their 2018-2019 Accountability Index Targets while none of the district's schools met their 18-19 ELA or Math School Performance Indexes. The district's most current standardized measure data further support a focus on " PRIORITY 1", i-Ready mid-year benchmarking results indicate only 41% TO 80% of students at any grade level are performing "On or Above Grade Level" in Reading and 26% to 61% in Mathematics. A more detailed review of SB, SRBI, and curriculum-based data and survey results, indicates that the district is not effectively implementing a structured district-wide SRBI/Rtl program and that teachers and paraprofessionals are not adequately prepared to assess learning gaps, address learning differences exasperated by the pandemic, or implement high-quality materials/programs purchased to support specific content areas. The District continues to collect input/feedback data through a variety of means. Thus far, a majority of the data that has re-enforced the findings of the Needs Assessments referred to in the ESSER II Application. Additional explicit and implicit evidence is available upon request.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Based on a review of current data, the highest immediate priority of North Branford Public Schools is to address teaching and learning disruptions caused or exacerbated by the COVID-19 pandemic. Our focus on PRIORITY 1 is warranted based on students' ELA and Mathematics Achievement NOT meeting "targets" or being "on-grade level", the lack of a clearly defined systemic SRBI/RtI program, and teachers' need for professional learning focused on differentiation and high-leverage teaching strategies/programs. The district will initiate and implement several "Tier 1" and "Tier 2" evidence-based practices as defined by the CSDE Evidence-based Practice Guides, to prepare teachers to assess and address learning loss by accelerating learning and facilitating recovery. Professional development will focus on supporting Special Education and other co-teachers in "Addressing unique needs of special populations" to design/co-facilitate on-going professional learning & to work to maximize in-district expertise and unpack Danielson expectations for Service providers (standards, expectations, workshop) to improve teaching and learning. Additionally, Oor plan will include establishing a systematic intervention and support program, which will inherently address students with the greatest needs and those most disproportionately impacted by COVID-19. In "implement(ing) a comprehensive instructional system with district-level and school-level supports", the system will be established by supplementing existing material and human resources (elementary literacy coach, secondary literacy and numeracy coaches, and paraprofessionals/interventionists) with a SRBI/RtI/Data Coordinator position, an elementary numeracy coaching position, paraprofessionals and targeted high-quality instructional materials. The system will incorporate strategies evidenced to positively impact student achievement for ALL students including, but not limited to: "implement(ing) (an) early identification and intervention system", "provid(ing) data to improve attendance and academics", "provid(ing) explicit and systemic intervention instruction", "purchasing high quality materials", "us(ing) identified effective programs and practices", "provid(ing) reading interventions", "us(ing) progress monitoring", and further "develop(ing) professional learning communities" and teacher effectiveness by "provid(ing) instructional coaching" and professional learning that is "intensive, on-going and connected to practice", and "focus(ed) on student learning and teaching of specific curriculum content".

Strategies

What/How	Innovative Strategy?	When	Who	Outcome

<p>What is the strategy? How do you envision its implementation?</p>	<p>* Provide instructional coaching. Funds would be used to add an elementary numeracy coach to our current coaching staff. This person would be trained in providing mathematics-specific content and student learning. The district will be implementing Illustrative Mathematics program in grade K-5 next year, this person would gain expertise in the program over the summer and at the beginning of next year.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
		<p>* The position would be established and filled prior to July 1, 2021 to allow for training and preparation for the 2021-2022 school year. It would be implemented immediately with funding from ESSER funds then transition to BOE funds by September 2024 to sustain the position.</p>	<p>* The Director of Curriculum and Instruction would oversee the implementation and monitoring of the instructional coach position and job responsibilities.</p>	<p>* Evidence of progress of an elementary coaching position within the district would include a job description, hiring a qualified and certified educator, providing training for the new position, and facilitating professional learning and coaching cycles. The strategy will be deemed impactful if evidenced through effective implementation of IM, and increased levels of student achievement in mathematics and levels of educators' confidence in teaching mathematics.</p>	

Coaching would occur during scheduled PLC times and within "coaching cycles". Currently a secondary level mathematics coach is supporting K-5 teachers however the implementation of a new program, student achievement- SPI and growth rates for mathematics, and the complexity of mathematics teaching and learning necessitate a devoted K-5 coach.

* Implement a comprehensive instructional system with district-level and school-level supports. Funds would be used to



* The Director of Curriculum and Instruction, in collaboration with the building principals and Director of Special Services, would oversee the

<p>purchased assessments and supports and create a PK-12 RtI/SRBI/Data Coordinator position and several paraprofessional interventionist positions to support building-level regular and special education teachers, reading specialists and paraprofessionals in assessing and addressing the impact of learning disruptions through explicit and systemic intervention by instruction by adapting instruction to individual and small group needs. This person would be trained in data-driven decision making, district</p>	<p>* The position would be established and filled prior to July 1, 2021 to allow for training and preparation for the 2021-2022 school year. It would be implemented immediately with funding from ESSER funds then transition to BOE funds by September 2024 to sustain the position.</p>	<p>implementation and monitoring of the Intervention Instruction Program and related personnel. Evidence of progress of an intervention system within the district would include SRBI handbook with policies and procedures, a job description for the coordinator, hiring a qualified and certified educator and interventionists, providing training for the new position, facilitating professional learning, establishing dedicated time in building schedules, appropriately assessing and identifying students and targeted interventions, providing research-based instruction/interventions and progress monitoring.. The strategy will be deemed impactful if evidenced through effective implementation of</p>	<p>* Evidence of progress of an intervention system within the district would include SRBI handbook with policies and procedures, a job description for the coordinator, hiring a qualified and certified educator and interventionists, providing training for the new position, facilitating professional learning, establishing dedicated time in building schedules, appropriately assessing and identifying students and targeted interventions, providing research-based instruction/interventions and progress monitoring.. The strategy will be deemed impactful if evidenced through effective implementation of increased levels of student achievement and growth.</p>
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policy, best-practices in intervention.

interventions including increased levels of student achievement and growth. Provide Extended Learning Opportunities. Summer and/or After-school programs for 2021-2022 school year through September 2024 to address identified student needs. The extended learning program will be available after-school during 2021-2022 and beyond. The SRBI/RtL/Data Coordinator will be responsible for hiring and evaluating district staff to conduct extended learning program. Evidence of progress of an extended learning intervention system within the district would include establishment of afterschool and summer SRBI offerings based on identified student need, hiring a qualified interventionists.

			<p>providing training/ professional learning, , appropriately assessing and identifying students and targeted interventions, providing research-based instruction/interventions and progress monitoring. The strategy will be deemed impactful if evidenced through effective implementations of interventions including increased levels of student achievement and growth.</p>	
<p>* Provide Extended Learning Opportunities. Summer and/or After-school programs for 2021-2022 school year through September 2024 to address identified student needs.</p>	<p><input type="checkbox"/></p>	<p>* The extended learning program will be available after-school during 2021-2022 and beyond.</p>	<p>* The SRBI/RtL/Data Coordinator will be responsible for hiring and evaluating district staff to conduct extended learning program.</p>	

* Evidence of progress of an extended learning intervention system within the district would include establishment of afterschool and summer SRBI offerings based on identified student need, hiring a qualified interventionists, providing training/ professional learning, , appropriately assessing and identifying students and targeted interventions, providing research-based instruction/interventions and progress monitoring. The strategy will be deemed impactful if evidenced through effective implementation of interventions including increased levels of student achievement and growth.

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.



My district is using ARP ESSER funds for Priority 2 purposes.

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

My district is using ARP ESSER funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics
EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

In alignment with ESSA Milestone Targets, North Branford Public School District's Accountability Index will increase to 81.3 by the end of 2023-2024. To accomplish this goal, the performance indexes at three grade bands/buildings will be targeted: the ELA and Math SPI for Totoket Valley Elementary will increase to 73.6 by 2024 and to 73 by 2024 respectively; the ELA and Math SPI for North Branford Intermediate will increase from to 72 by 2024 and to 69.4 by 2024 respectively; and the ELA and Math SPI for North Branford High School will increase to 68.9 by 2024 and to 66.9 by 2024 respectively

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)

A district-wide strategic planning/needs assessment revealed that a majority of staff believe that, based on the current year, addressing learning loss and providing academic support need to be the district's main focus next year. Staff and administrators ranked servicing mental health needs of staff and students as the next highest priority. A review of relevant data substantiates staff perceptions. Cases loads, appointment logs, increases in requests for appointments, and attendance indicate that additional mental health staffing would allow the district

to address more staff, students, and families mental health needs. The District continues to collect input/feedback data through a variety of means. Thus far, a majority of the data that has re-enforced the findings of the Needs Assessments referred to in the ESSER II Application. Additional explicit and implicit evidence is available upon request.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

The district will address the need to provide support to students, educators and the the current mental health staff by hiring an additional Social Worker. The Social Worker will be responsible for supporting K-12 students most disproportionately impacted by COVID-19 which will decrease the case load of other mental health staff. With decreased case loads, mental health staff will be able to be in classrooms more often and provide more training to enable teachers to support the social emotional needs/learning more efficiently and effectively. The new Social worker will also be trained as a trainer for use of DESSA in the district.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared? <input type="checkbox"/>	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?

<p>* Provide targeted Mental Health Services. Funds would be used to add a Social Worker to our current mental health staff. This person would be responsible for providing support to K-12 students most disproportionately impacted by COVID-19 and training to teachers that have those students in their enrollment. The district will be piloting DESSA in two schools next year, this person would gain expertise in the program over the summer and at the beginning of next year to further support teachers.</p>		<p>* The position would be established and filled prior to July 1, 2021 to allow for training and preparation for the 2021-2022 school year. It would be implemented immediately with funding from ESSER funds then transition to BOE funds by September 2024 to sustain the position if necessary.</p>	<p>* The Director of Special Services, in collaboration with the building principals and Director of Curriculum and Instruction, would oversee the implementation and monitoring of DESSA and the new Social Worker's caseload.</p>	<p>* Evidence of progress with regards to DESSA and the New Social Worker within the district would include participating in the DESSA pilot and related training, a job description for the Social Worker, hiring a qualified and certified Social Worker providing training for the new position, facilitating professional learning, establishing dedicated caseload, appropriately assessing and identifying students and targeted social/emotional interventions, providing research-based instruction/interventions and progress monitoring. The strategy will be deemed impactful if evidenced through effective implementation of interventions including increased levels of student social emotional health and well being, decreased discipline and attendance issues, and increase confidence in mental health staff.</p>
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Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

Other Allowable Uses

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

- My district is using ARP ESSER Funds for other allowable activities

Description

* Overall program administration costs (not to exceed 2%) for program coordination/management/evaluation including the salaries and related costs of the director, grant manager, and secretarial support (including work that must be completed beyond contract for 10 month employees and additional compensation for coordination/management/evaluation duties outside of job description) Program coordination/management/evaluation functions include: preparing program plans, budgets schedules, and related amendments; monitoring of programs, projects, subrecipients and related systems and processes; developing systems and procedures, including management information systems, for assuring compliance with program requirements; preparing reports and other documents related to the program requirements; and evaluating program results against stated objectives.

ARP ESSER Funds Budget

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$534,750.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$50,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$33,793.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$618,543.00
Allocation	\$618,543.00
Remaining	\$0.00

Budget Detail

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$534,750.00 ▼

Budget Detail		Narrative Description	
Object:	100 - Personal Services > Salaries	District RTI Coordinator (\$65,000/year)	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	North Branford School District (099-000)		
Quantity:	2.00		
Cost:	\$65,000.00		
Line Item Total:	\$130,000.00		
Object:	100 - Personal Services > Salaries		Mathematics Instructional Coach (\$65,000/year)
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		

LEA / School:	North Branford School District (099-000)		
Quantity:	2.00		
Cost:	\$65,000.00		
Line Item Total:	\$130,000.00		
Object:	100 - Personal Services > Salaries	Interventionists to support RTI/SRBI (\$20,000/year)	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	North Branford School District (099-000)		
Quantity:	6.00		
Cost:	\$20,000.00		
Line Item Total:	\$120,000.00		
Object:	100 - Personal Services > Salaries		AFter-school, Summer programing hourly pay and stipends
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of			

Funds:	Addressing learning loss
LEA / School:	North Branford School District (099-000)
Quantity:	1.00
Cost:	\$77,500.00
Line Item Total:	\$77,500.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Mental health services
LEA / School:	North Branford School District (099-000)
Quantity:	1.00
Cost:	\$65,000.00
Line Item Total:	\$65,000.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER	Other

Social Worker (65,0000/year)

Overall program administration costs (not to exceed 2%) for program coordination/management/evaluation including the salaries and related costs of the director, grant manager, and secretarial support (including work that must be completed beyond contract for 10 month employees and additional

Priority:	compensation for coordination/management/evaluation duties outside of job description)	
Uses of Funds:	Administration	
LEA / School:	North Branford School District (099-000)	
Quantity:	1.00	
Cost:	\$12,250.00	
Line Item Total:	\$12,250.00	
Total for 100 - Personal Services > Salaries:		
		\$534,750.00
Total for all other Objects:		
		\$83,793.00
Total for all Objects:		
		\$618,543.00
Allocation:		
		\$618,543.00
Remaining:		
		\$0.00

Budget Detail

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$50,000.00 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Special Education Consultant (Amy Tepper).	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	North Branford School District (099-000)		
Quantity:	1.00		
Cost:	\$50,000.00		
Line Item Total:	\$50,000.00		
Total for 300 - Purchased Professional and Technical Services:			\$50,000.00
Total for all other Objects:			\$568,543.00
Total for all Objects:		\$618,543.00	
Allocation:		\$618,543.00	

Remaining:

\$0.00

Budget Detail

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$33,793.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Instructional Supplies including but not limited to: high-quality assessments to diagnose learning gaps and accurately assess students' academic progress, resources to support differentiated instruction; levelled curricular and evidence-based resources to support providing interventions and extended learning opportunities; and educational/training materials for parents and families.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	North Branford School District (099-000)		
Quantity:	1.00		
Cost:	\$33,793.00		
Line Item Total:	\$33,793.00		
		Total for 600 - Supplies:	\$33,793.00
		Total for all other Objects:	\$584,750.00
		Total for all Objects:	\$618,543.00
		Allocation:	\$618,543.00
		Remaining:	\$0.00

ARP ESSER Funds Budget Overview

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$618,543.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		534,750.00	534,750.00
300 - Purchased Professional and Technical Services		50,000.00	50,000.00
600 - Supplies		33,793.00	33,793.00
Total		618,543.00	618,543.00
	Allocation		618,543.00
	Remaining		0.00

Related Documents

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

CSDE Application Review Status Checklist

North Branford School District (099-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Stakeholder Engagement:	OK ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK ▼	Jessica Cabanillas	10/20/2021 1:31:24 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK ▼	Jessica Cabanillas	10/20/2021 1:31:24 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	Not Applicable ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK ▼	Jessica Cabanillas	10/20/2021 1:31:24 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

-	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.				
2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).				
3. Strategies for Priority 4 address the identified needs through an equity-focused lens.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Jessica Cabanillas	10/20/2021 1:31:24 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	8. Other Allowable Activities	OK ▼	Jessica Cabanillas	10/20/2021 2:05:53 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."				
2. "Uses of Funds" budget tags are selected appropriately.				
3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."				
4. Budget detail costs are allowable and narratives adequately describe budgeted costs.				
-	10. Assurances	OK ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Jessica Cabanillas	9/30/2021 9:36:35 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				